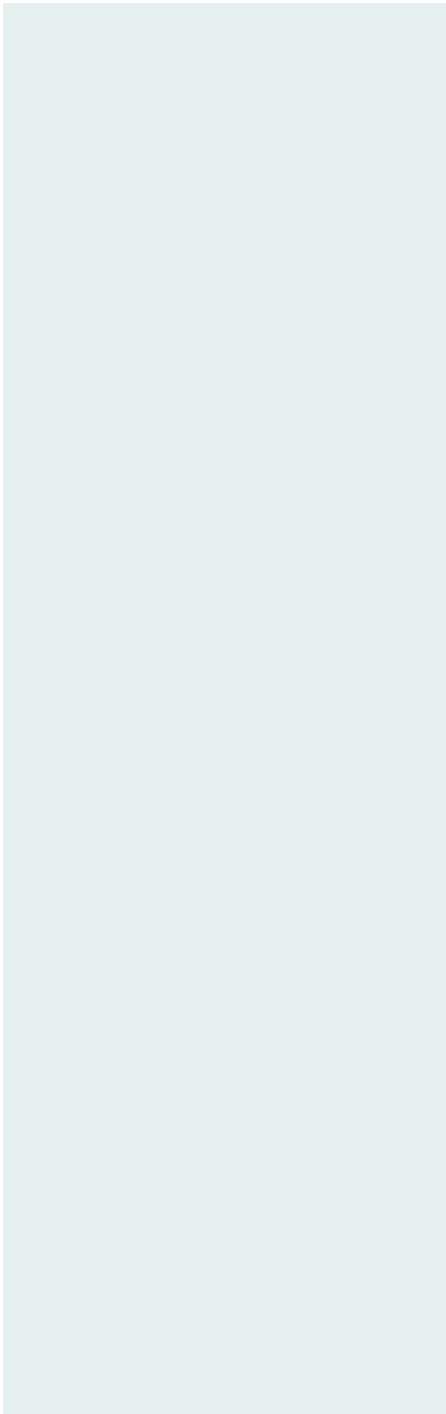


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2 Which Assessment Strategies Do Students Prefer?	3
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toss-up saves time by getting to the topic at hand quickly, and holds students more accountable for preparation. Given the higher stakes, there is a risk of no response (after all, students do not like to be wrong). If the professor asks a toss-up and gets silence, then he or she can ask a more general free-fire question to uncover the idea. Neither the free fire nor the toss-up promote critical thinking; that can best be achieved with higher-stakes questions.

### Inviter

After building participation, the professor can then shape a higher-level discussion with the inviter or hot seat. The inviter is a question to which there are many answers. For example, the professor might select a student who answered a toss-up correctly and invite him or her to explain “why” or “how.”

This question type can force students to think more deeply about the course content. It is also interesting to students, and provides teachable moments. The professor might also use an inviter if he or she knows that a particular student has

a good response. The professor might ask the student to elaborate upon a discussion board post or perhaps highlight salient points of a prior email exchange.

The inviter also brings risks. Inviting one student to respond to a follow-up question in front of the whole class puts that student on the spot. Inviting any student to respond to a question may result in a student simply talking about something with which he or she is comfortable and struggle to make connections to the ideas under study. This sets the stage for one student to monopolize the discussion, which can waste valuable time and/or require the professor to interrupt and refocus the student. In both cases, the inviter can create a confrontational feel that might inadvertently promote hiding or diminish students’ engagement in other areas of the course (e.g., discussion boards, emails, etc.).

The key to using the inviter productively is to give students an out by responding positively to whatever they say, especially if you interrupt them. In this way the professor lowers the stakes of an otherwise high-stakes question,333 TD(hot seat. Thpsm9cialbs wt1 Tf10 0An)-7.6 (m(At ssisTTD(email exchange. {As333 TDspot. Inviting an7 student esponding the D(a